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ABSTRACT

National trends in teacher education are presented, based on 1990 to 1993 data from 497 institutions with teacher education units. Graphs illustrate the number of teacher education institutions by region; changes in enrollment, faculty, resources, and professional development from 1990 to 1993; and changes in each of these areas in each geographic region (North Central, Middle States, Western, New England, Northwest, and Southern). Trends include: (1) in 1994, compared to 1990, teacher education units in higher education in four of the six regions of the country were as well off or better off in terms of enrollment, number of faculty, and resources as measured in 1990 constant dollars; (2) the two exceptions were the teacher education units in the New England and Western regions, with declines in enrollment, faculty, and resources; and (3) faculty development diminished dramatically on a national level over the 1990 to 1993 time period. Regional trends were found to be divergent. (JDD)

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ED 382 593

AACTE RESEARCH AND INFORMATION COMMITTEE

REPORTING OUT SESSION

"NATIONAL TRENDS"

Presented by:

Joan L. Sattler, Dean
College of Education and Health Sciences
BRADLEY UNIVERSITY

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Tuesday, February 14, 1995
1:30 - 3:00 p.m.

Washington, D.C. Hilton & Towers

AACTE 47TH ANNUAL MEETING

SP035951

AACTE PRESENTATION
Research and Information Committee

Joan L. Sattler, Dean
College of Education and Health Sciences
BRADLEY UNIVERSITY

Data are based on 497 institutions with teacher education units reporting on the AACTE/NCATE Joint Data Annual Reports from 1990 through 1993.

The data were analyzed based on the six regional accreditation areas (North Central, Middle States, Western, New England, Northwest, and Southern) and in the aggregate.

Sound Bites:

From 1990 to 1994, teacher education units in higher education in four of the six regions of the country are as well off or better off in terms of enrollment, number of faculty, and resources as measured in 1990 constant dollars. (I adjusted for inflation at 10.56% during this time period.)

The two big exceptions are the teacher education units in the New England and Western regions with declines in enrollment, faculty, and resources. However, the institutions in these regions represent less than 8% of the total national sample.

Faculty development has diminished dramatically (-54%) on a national level.

Analysis:

Bar graphs will be presented depicting percentages for these factors for each of the six regions of the country and nationally.

National Trends:

From 1990 through 1993 enrollment in teacher education units within the 497 institutions increased slightly (4%) with full-time faculty remaining relatively constant (1%) and part-time faculty carrying enrollment increases (12%). Although resources (5%) have kept pace with enrollment, faculty development has diminished dramatically (-54%). Outside resources have increased (9%).

Regional Trends are Divergent:

Teacher Education Units have fared the best in the North Central, Middle States, Northwest, and Southern regions.

The Northwest region has the highest growth area by far in students and full-time faculty.

Teacher Education Units have fared the worst in the Western and New England regions. However, these institutions make up less than 8% of the total national sample.

The New England region has the greatest declines in students and full-time faculty.

The Western region has the greatest total unit and professional education resource declines.

Enrollment, faculty, and fiscal resources are up in constant 1990 dollars in four of the six regions with the exception of faculty development. There appears to be an inverse relationship between those increases and a decrease in faculty development. Faculty development was up dramatically in two regions (Western and New England regions) with decreases in enrollment, faculty, and resources.

TRENDS

- **From 1990 to 1994, teacher education units in four of the six regions of the country are as well off or better off in terms of enrollment, number of faculty, and resources as measured in 1990 constant dollars.**

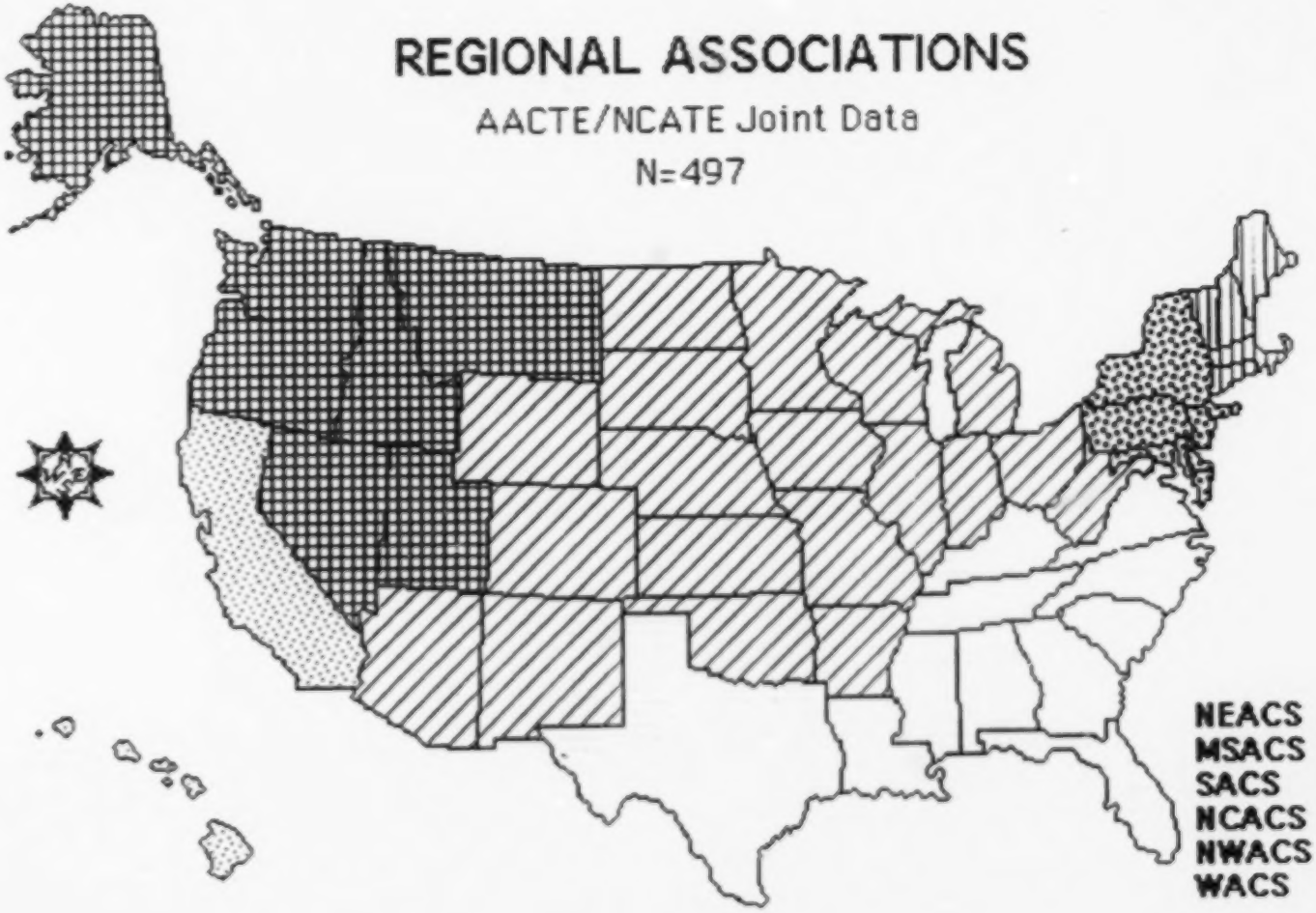
- **Exceptions are teacher education units in the New England and Western regions with declines in enrollment, faculty, and resources.**

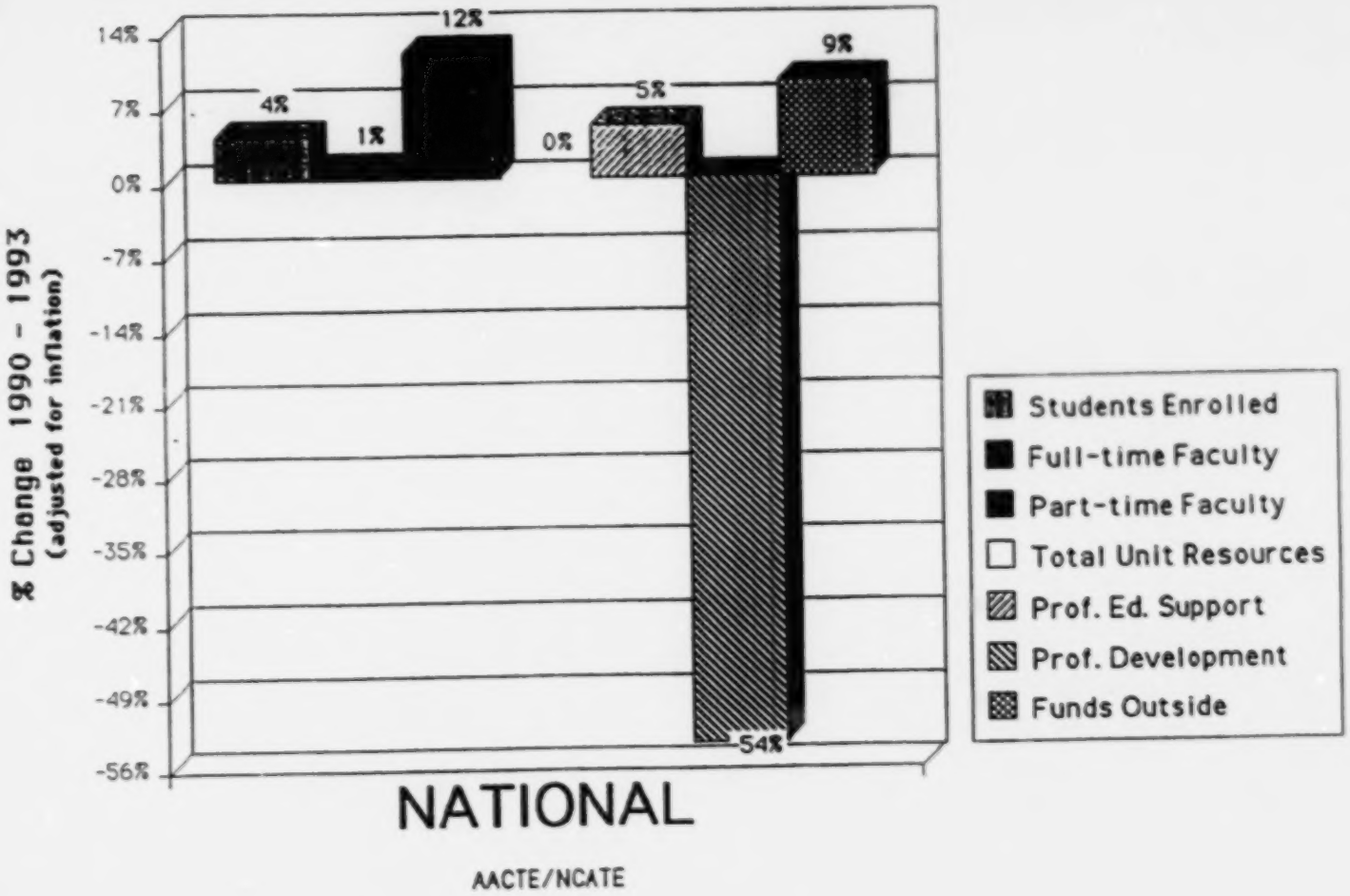
- **Faculty development has diminished dramatically (-54%) on a national level.**

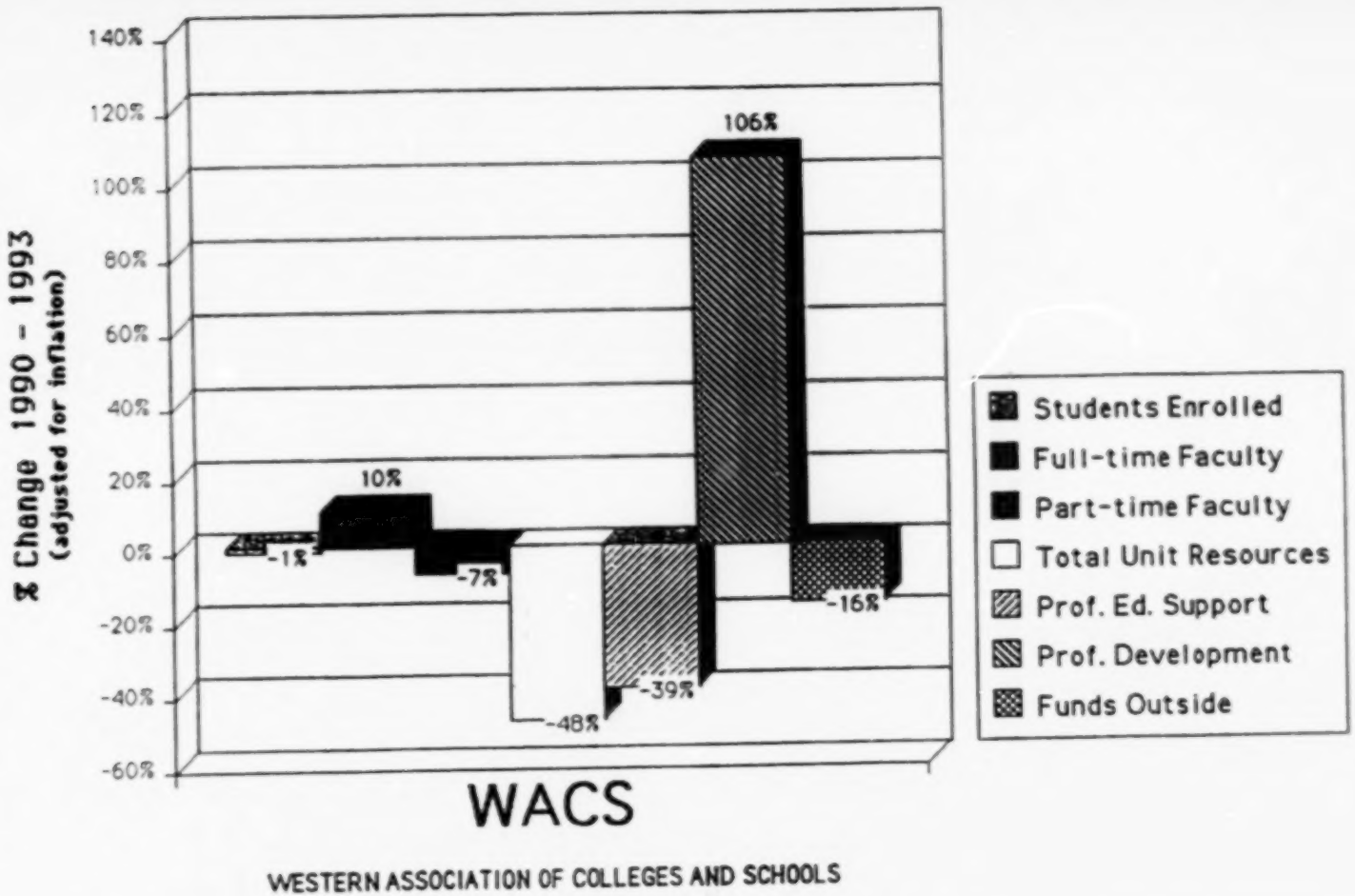
REGIONAL ASSOCIATIONS

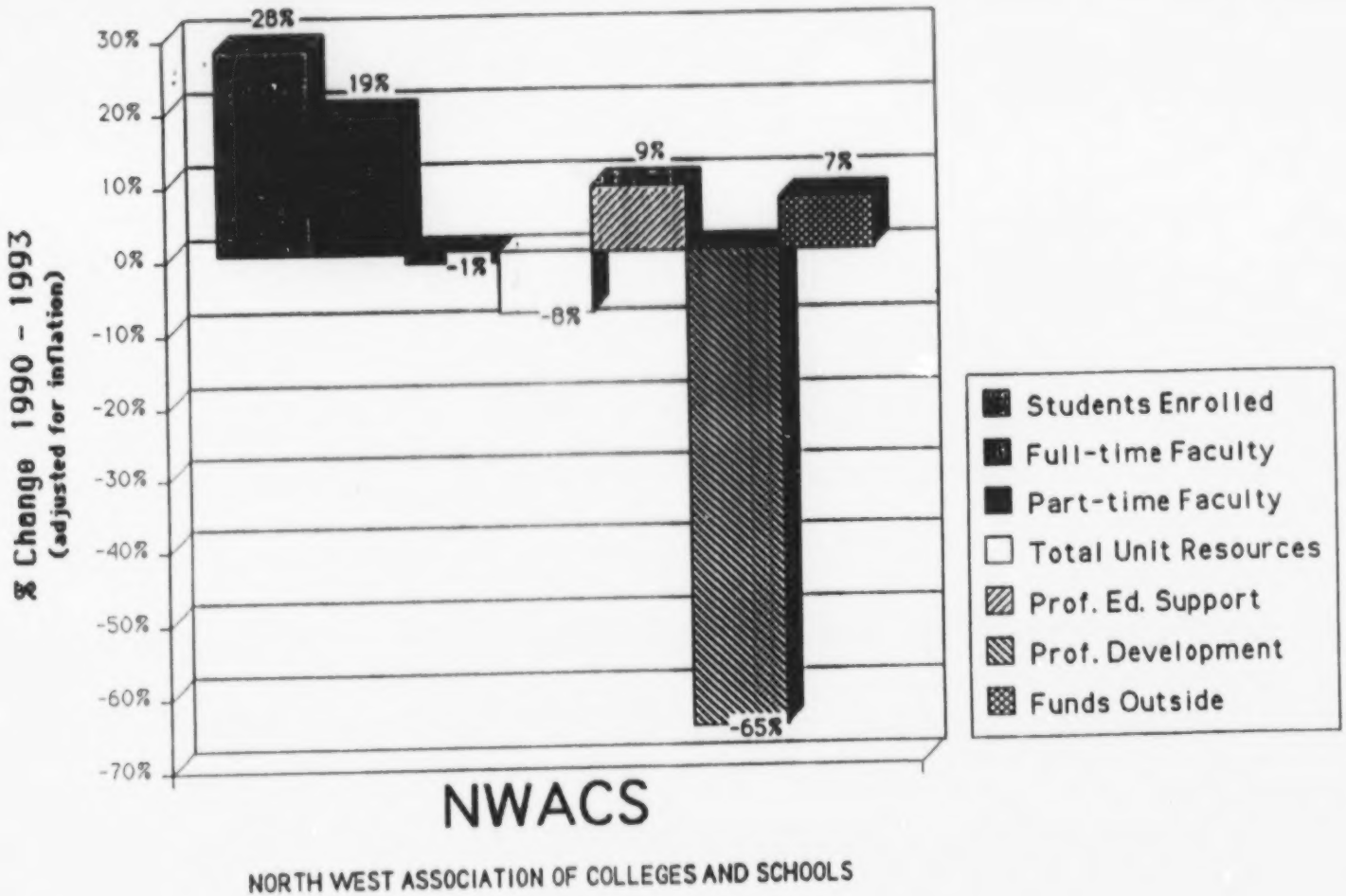
AACTE/NCATE Joint Data

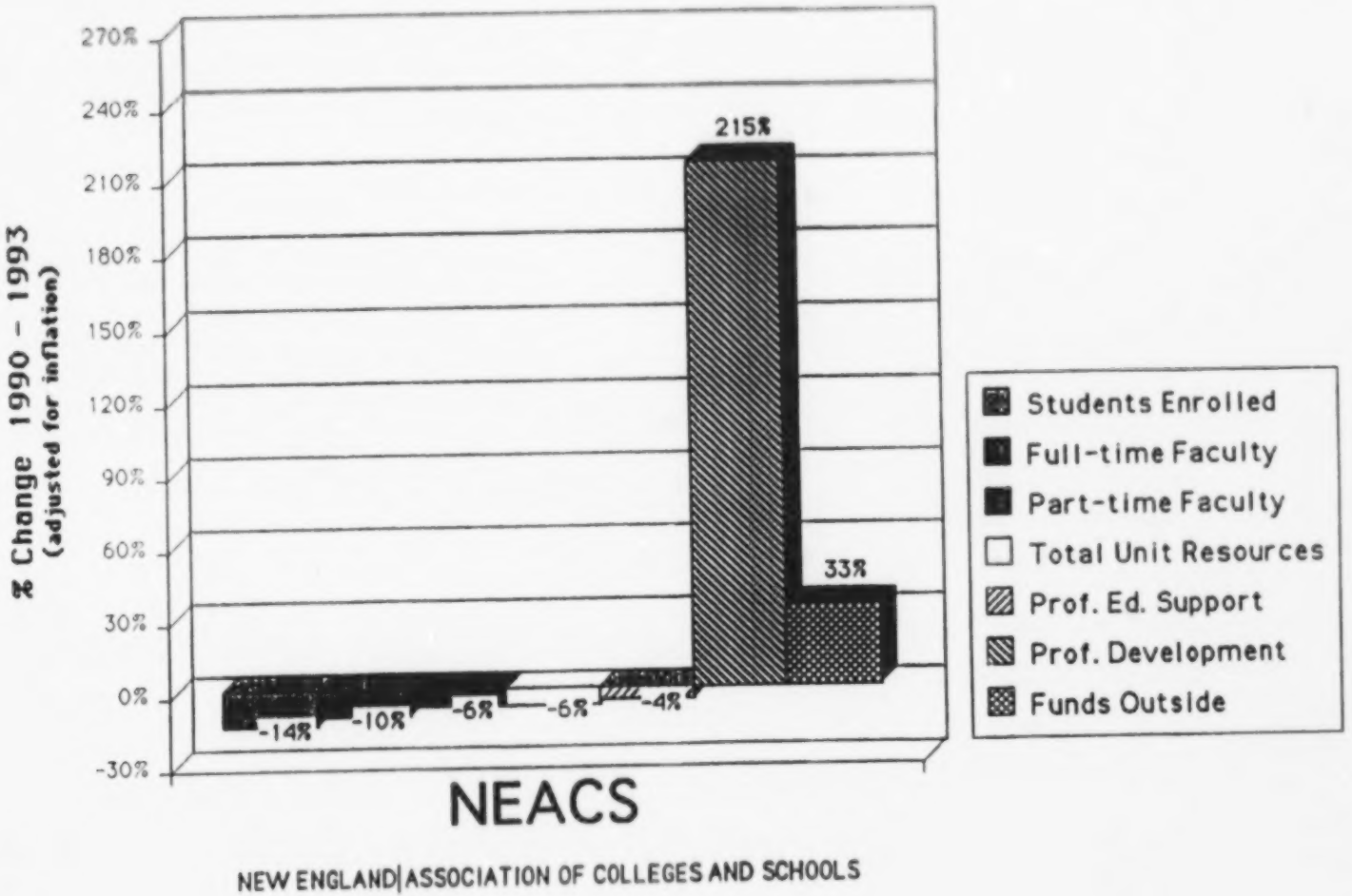
N=497

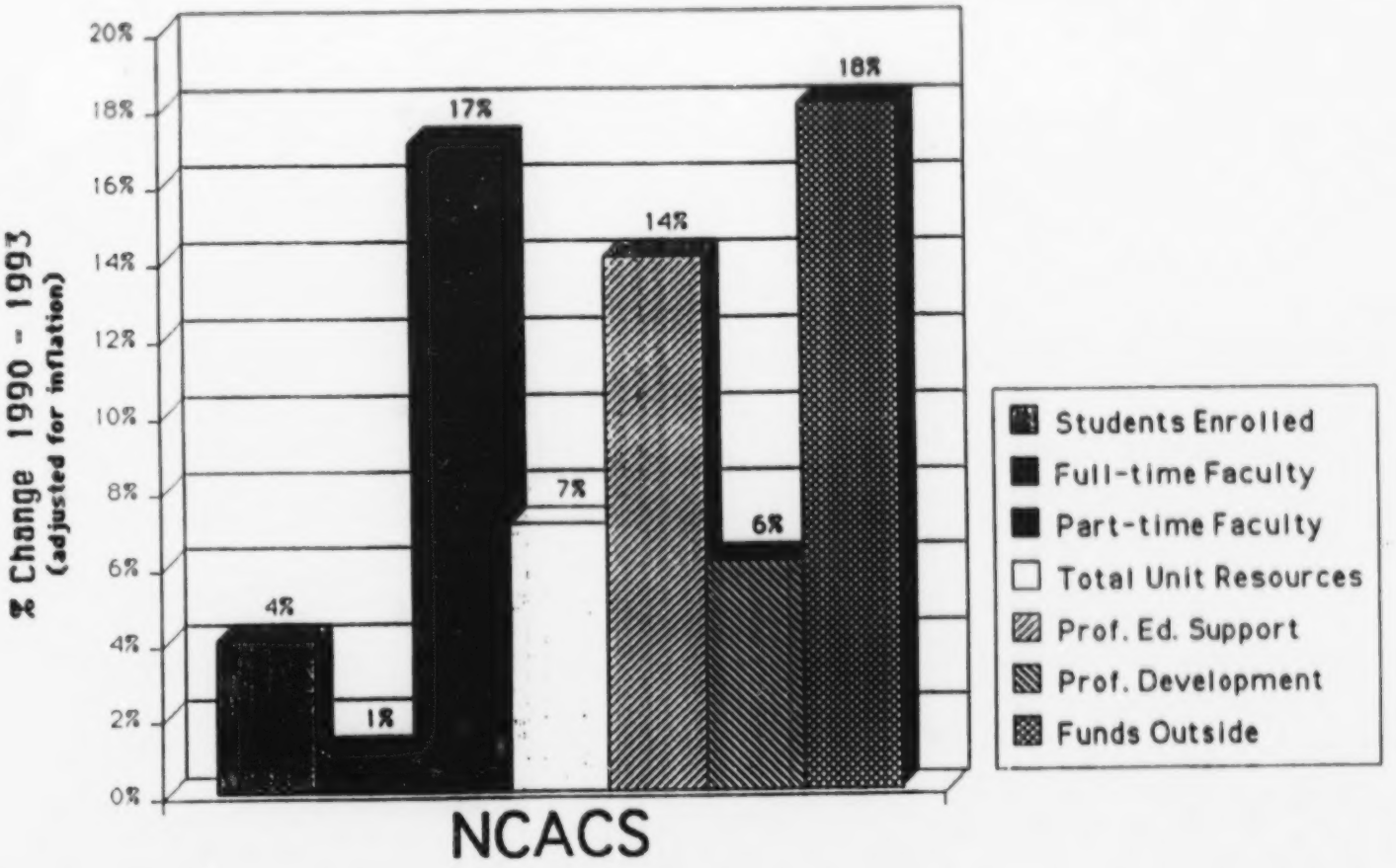


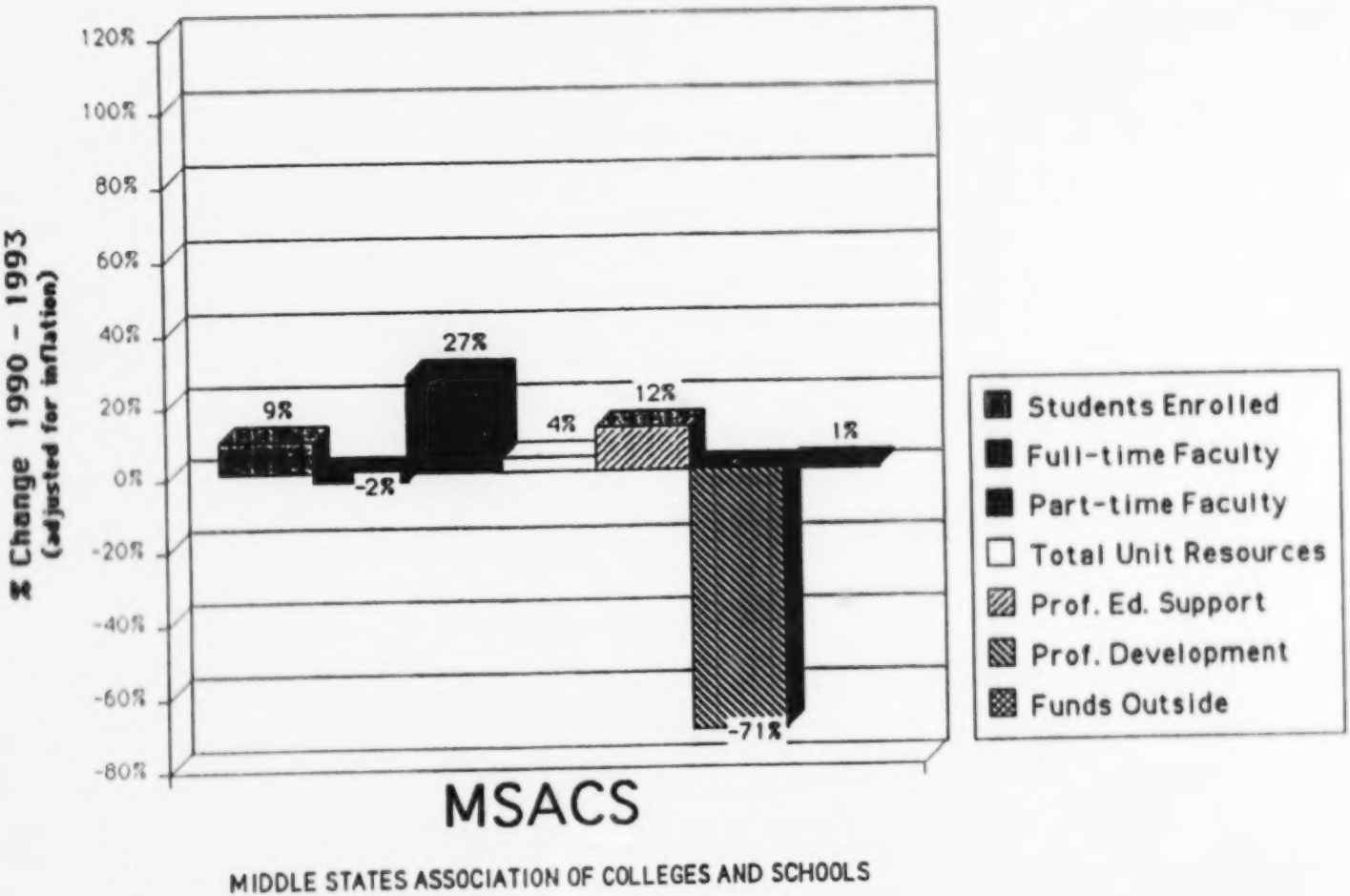

% Change 1990 - 1993
(adjusted for inflation)
14%
7%
0%
-7%
-14%
-21%
-28%
-35%
-42%
-49%
-56%
4%
1%
12%
0%
5%
-54%
9%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
NATIONAL
AACTE/NCATE

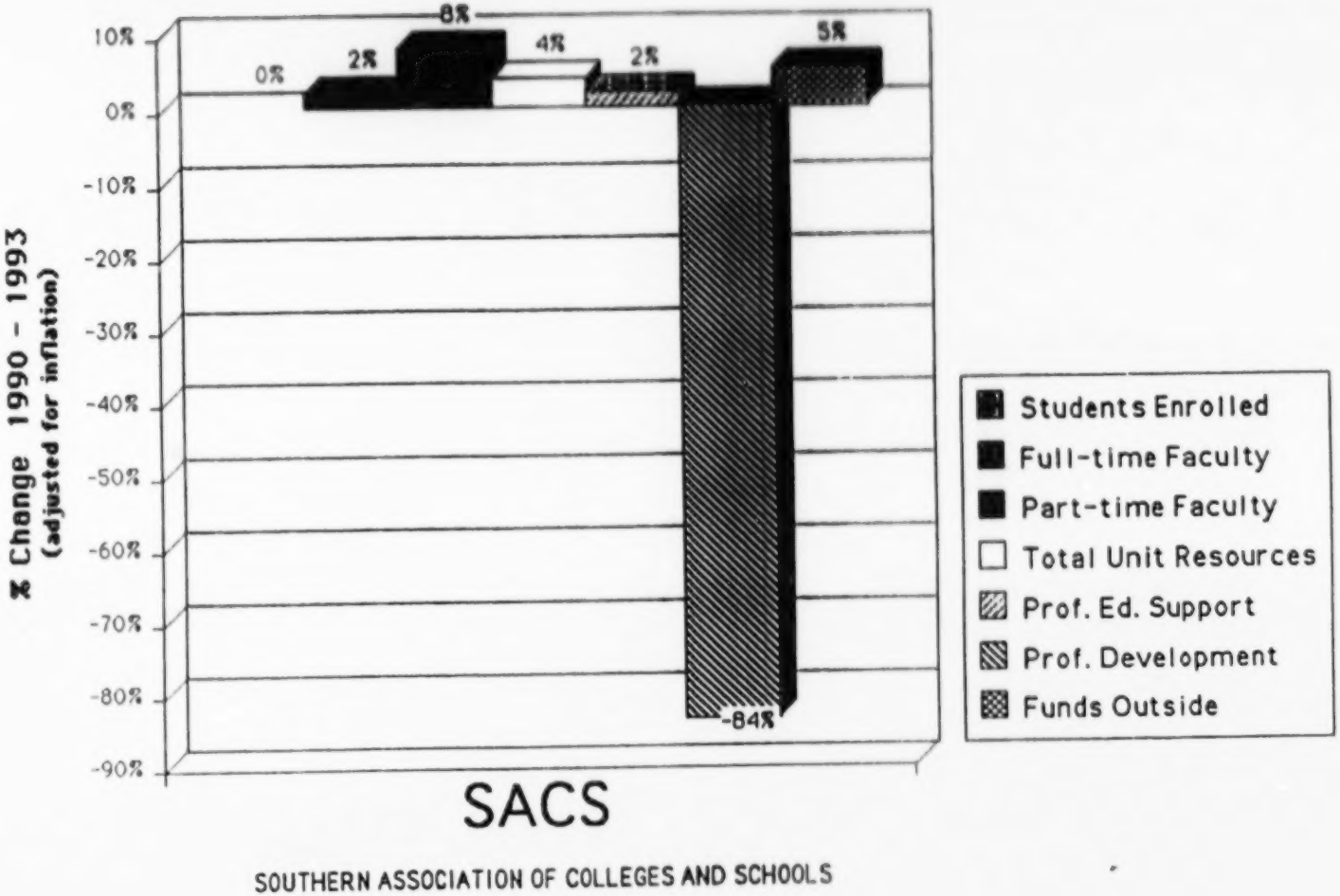

% Change 1990 - 1993
(adjusted for inflation)
140%
120%
100%
80%
60%
40%
20%
0%
-20%
-40%
-60%
-1%
10%
-7%
-48%
-39%
106%
-16%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
WACS
WESTERN ASSOCIATION OF COLLEGES AND SCHOOLS


% Change 1990 - 1993
(adjusted for inflation)
30%
20%
10%
0%
-10%
-20%
-30%
-40%
-50%
-60%
-70%
28%
19%
-1%
-8%
9%
7%
-65%
NWACS
NORTH WEST ASSOCIATION OF COLLEGES AND SCHOOLS
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside


% Change 1990 - 1993
(adjusted for inflation)
270%
240%
210%
180%
150%
120%
90%
60%
30%
0%
-30%
215%
33%
-14%
-10%
-6%
-6%
-4%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
NEACS
NEW ENGLAND ASSOCIATION OF COLLEGES AND SCHOOLS


% Change 1990 - 1993
(adjusted for inflation)
20%
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
4%
1%
17%
7%
14%
6%
18%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
NCACS
NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS


% Change 1990 - 1993
(adjusted for inflation)
120%
100%
80%
60%
40%
20%
0%
-20%
-40%
-60%
-80%
9%
-2%
27%
4%
12%
1%
-71%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
MSACS
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS


% Change 1990 - 1993
(adjusted for inflation)
10%
0%
-10%
-20%
-30%
-40%
-50%
-60%
-70%
-80%
-90%
0%
2%
8%
4%
2%
5%
-84%
Students Enrolled
Full-time Faculty
Part-time Faculty
Total Unit Resources
Prof. Ed. Support
Prof. Development
Funds Outside
SACS
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS